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ABSTRACT

Integrating concepts of basic citizenship education with community involvement, this experiential curriculum provides a means for developing decision making and critical thinking skills within the existing social studies curriculum at the kindergarten level. Consisting of 11 lessons, the guide introduces the meaning of rules, truth, responsibility, sharing, citizenship, and respect for property. Using the characters and stories of "Sammy, the Good Citizen Bear," "Mary Had a Little Lamb," "The Little Red Hen," "Red Riding Hood," "The Lion and the Mouse," "The Shoemaker and the Elves," and "The Three Bears," the lessons teach students about: various school rules that need to be obeyed; the importance of safety rules, of sharing, and of asking permission before using the property of others; the need for rules; the need to share and accept responsibilities; their responsibility for keeping promises; the dangerous consequences that may occur when a dare is made and accepted; and some of the consequences of not telling the truth. Each lesson includes a purpose statement, concepts to be learned, time and materials needed, student objectives, suggested activities and patterns for making the necessary materials needed. A review lesson and a good citizen award certificate conclude the guide. (NQA)

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CITIZEN ME

An Experiential Curriculum

for

Citizenship Education

Level Kindergarten

Lou Vardeman

Harris County Department of Education
Office of County School Superintendent
George M. Crowson, Superintendent
1979

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RATIONALE

CITIZEN ME

A broad goal of this project is the development of a curriculum integrating concepts of basic citizenship education with community involvement. The content and processes include such strategies as case studies, general information regarding the law, brainstorming, questioning for critical thought, decision making and valuing. This experiential curriculum provides a means of implementing the present social studies requirements that decision making and critical thinking skills be developed within the existing social studies curriculum. Additionally, an understanding of rights, liberties, and obligations of citizens; the development of outcomes identified in crime and drug education; understandings of the free enterprise system; and the application of values that lead to skill in human relationships and effective citizenship are contained in the broad scope of the project, grades K-8.

STUDENT OUTCOMES

Students should be able to:

1. Understand and demonstrate the basic elements of responsible citizenship.
2. Explain the importance of rules, leaders, and laws.
3. Develop and use criteria for voting based on desired leadership qualities.
4. Demonstrate responsibility in relation to following rules and/or laws.
5. Define crime in their own terms and give examples.
6. Describe responsibilities for crime prevention. (i.e., locking doors in cars, home; not talking to strangers or accepting rides from strangers; not leaving lunch money around; locking bicycles, putting names on personal items.)
7. Relate their understanding of crime to that of responsible citizenship.
8. Comprehend the realities of consequences of breaking rules and of criminal or delinquent behavior.
9. Demonstrate an understanding of local problems by becoming involved in the community.
10. Value the worth and dignity of self and others.
11. Display a positive attitude or respect toward their country and participation in the American political system.
12. Use models for rational decision making.

    Gather facts to aid in making difficult decisions involving conflict.

    Clarify alternative choices and consequences in decisions to be made.
13. Use the skills of:
    A. Locating and organizing information.
    B. Drawing inferences and tentative conclusions from data.
    C. Formulating and applying generalizations to new situations.

Lesson One

MEET SAMMY

Purpose: The students will be introduced to the meaning of rules, sharing, responsibility and citizenship.

Concept:
1. Rules
2. Sharing
3. Responsibility
4. Citizenship

Time: 15-20 Minutes

Materials: Puppet (Sammy)
Script of dialogue between Sammy and the teacher.
Prerecorded tape of Sammy, The Good Citizen Bear

Objectives:
1. Students will develop a basic definition of:
   a. rules
   b. sharing
   c. responsibility
   d. citizenship
2. Students will be able to verbalize their responsibility to follow rules.

Activities:
1. Tell students that you have a very special friend who wants to visit the class and become their friend. His name is Sammy the Good Citizen Bear. Tell students that you think Sammy is at the door now. Go outside the door and bring Sammy the Good Citizen Bear puppet inside.

Sammy: Hello boys and girls. My name is Sammy the Good Citizen Bear and I want to be your friend.

Teacher: (Tell children to say hello to Sammy.) "Sammy wants to learn each of your names." Tell the children to tell Sammy their names. (Take Sammy close to each child as he/she gives their name.)

Sammy: "Hey! Boys and Girls, I'm really glad to be visiting your class, we're going to learn so much and have lots of fun, that is if you will let me visit."

Teacher: What do you think, should we ask Sammy to visit our class?

Wait for student response.

Teacher: "Sammy, I was wondering if you would tell the class why you are called the Good Citizen Bear."

Sammy: "Yes, I would really like to do that, because it is fun to be a good citizen. A good citizen has to be a responsible person...Oh, pardon me, please, I really mean a person....or, a bear."

Teacher: "What does being responsible mean?"

Sammy: "Among other things, it means that you have good manners; you are willing to share and take turns, and you follow rules."

Teacher: "Would you tell us what is meant by a rule?"

Sammy: "Oh! That's an easy question. A rule tells us what we can or cannot do."

Teacher: "Sammy, the boys and girls have really been listening to what you have told us about being a good citizen. Would you tell us more about yourself?"

2. Sammy tells the class that he would like to tell more about himself by singing a song. Play tape "Sammy, The Good Citizen Bear."

3. Tell boys and girls that we should give Sammy a big hand if we enjoyed his song.

4. Elicit answers to the following questions:

   a. What did Sammy tell us a rule does?

   b. What things did Sammy tell us that responsible bears and people do?

   c. Why do you think Sammy is called the Good Citizen Bear?

   d. What are some rules that you obey at home?

   e. What are some rules that we have at school?

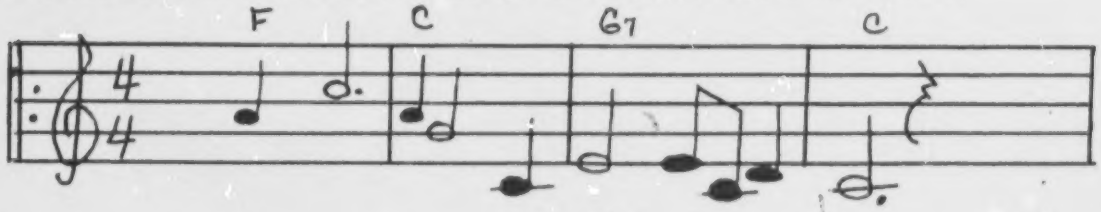
   f. Who makes these rules?

   g. How do you think these rules help us?

SAMMY, THE GOOD CITIZEN BEAR

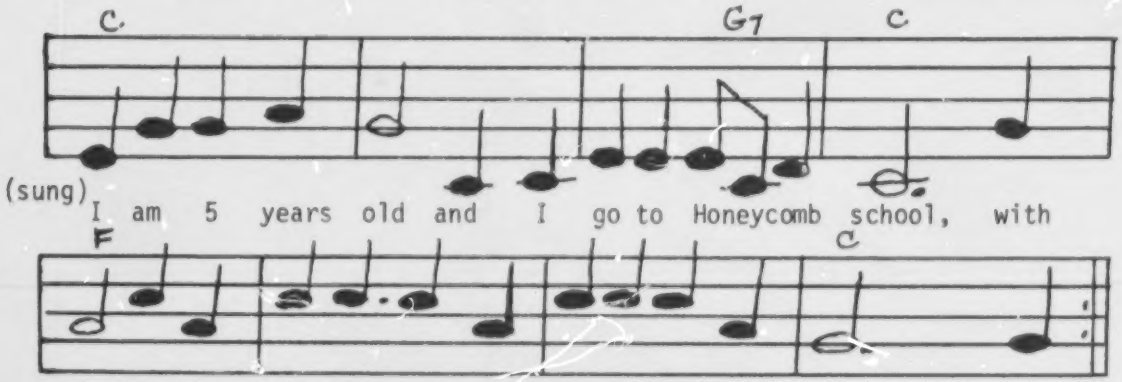
By Carl Farinelli

INTRODUCTION: (spoken) Hello there, I am Sammy, the good citizen bear,



Refrain (sing) (I am) Sammy the good citizen bear,

Verse 1: (spoken) And I want to tell you a little bit about myself,



Verse 2: (spoken) Now all of us bears at Honeycomb School like to go by rules and here's why,

(sung) Rules are to help you to do what is right, like never cut in line and never start a fight,

(refrain) so listen to...

Verse 3: (spoken) At Honeycomb School we all know what responsibility means,

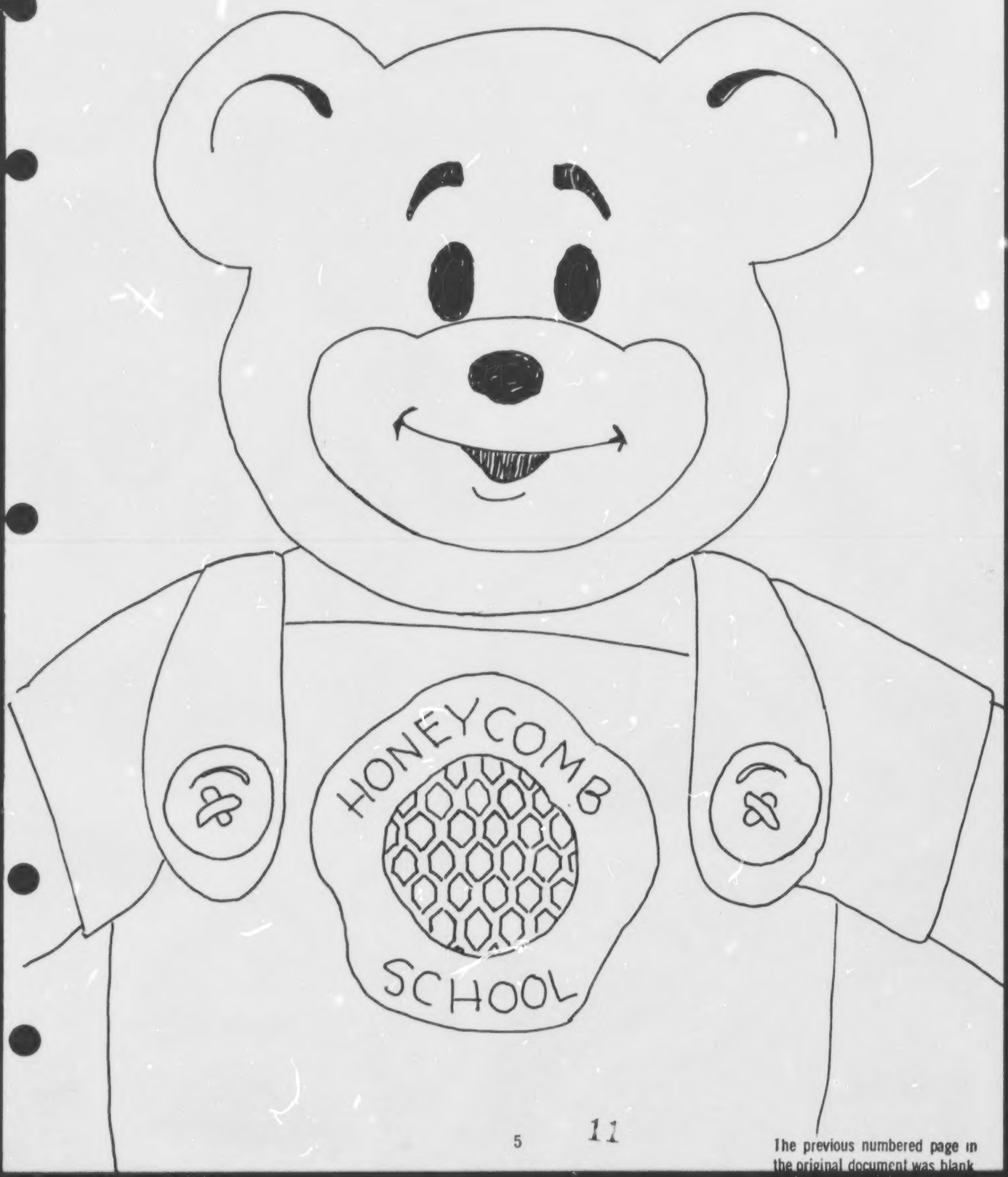
(sung) I act responsible because I am 5 years old, I do what I should without being told,

(refrain) because....

Verse 4: (spoken) Now I hope you like being a good citizen because if you do, I want to be your friend,

(sung) I like to go swimming and run through the grass, I'd like to be your friend and come visit in your class.

(refrain) because....



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Lesson Two

SAMMY AND HIS FRIENDS

Purpose: Students will identify a variety of rules that need to be obeyed at school.

Concept: Rules
Responsibility

Time: 15-20 Minutes

Materials: Puppet (Sammy)
Transparencies

Objectives:
1. Students will identify various school rules.
2. Students will verbalize their responsibility for obeying rules.

Activities:
1. Tell students that Sammy has some pictures of Miss Honey Bear, his teacher, the bear cubs and of himself. These pictures show them following some of the rules they have learned at Honeycomb School.
2. Show transparencies as indicated below. Ask students about each transparency and give them an opportunity to discuss. What is happening in each of these pictures?
   a. Transparency 1

      This is a picture of Sammy's friend Susan. She is raising her hand to ask Miss Honey Bear a question.

   b. Transparency 2

      This picture shows Sammy's class walking quietly down the hall.

   c. Transparency 3

      Tony is closing his milk carton so that no milk will be spilled on the floor.

   d. Transparency 4

      Timothy is putting his empty milk carton in the garbage can so that the tables will be clean for other bear students at Honeycomb.

   e. Transparency 5

      Tony and Susan are throwing the rope for Timothy.

   f. Transparency 6

      Tony and Timothy are throwing rope for Susan.
3. Sammy brought six pictures of bears in his kindergarten class at Honeycomb.

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a. Tell children to close their eyes for a few moments to think about the pictures we have seen. Sammy wants us to think very hard, so that you can tell about him and his friends at Honeycomb.

b. Ask them to remember names of the bears shown in the pictures.

c. What rules are being observed in the pictures:

   (1) Susan in class.

   (2) The bears walking down the hall.

   (3) Tony closing his milk carton.

   (4) Timothy putting his empty milk carton in the garbage.

   (5) Tony and Susan throwing rope.

   (6) Tony and Timothy throwing rope.

d. Why would some of the rules that Sammy and his friends at Honeycomb School follow be good rules for us?

e. What are some other rules that would be helpful for us to follow. How would they help us?

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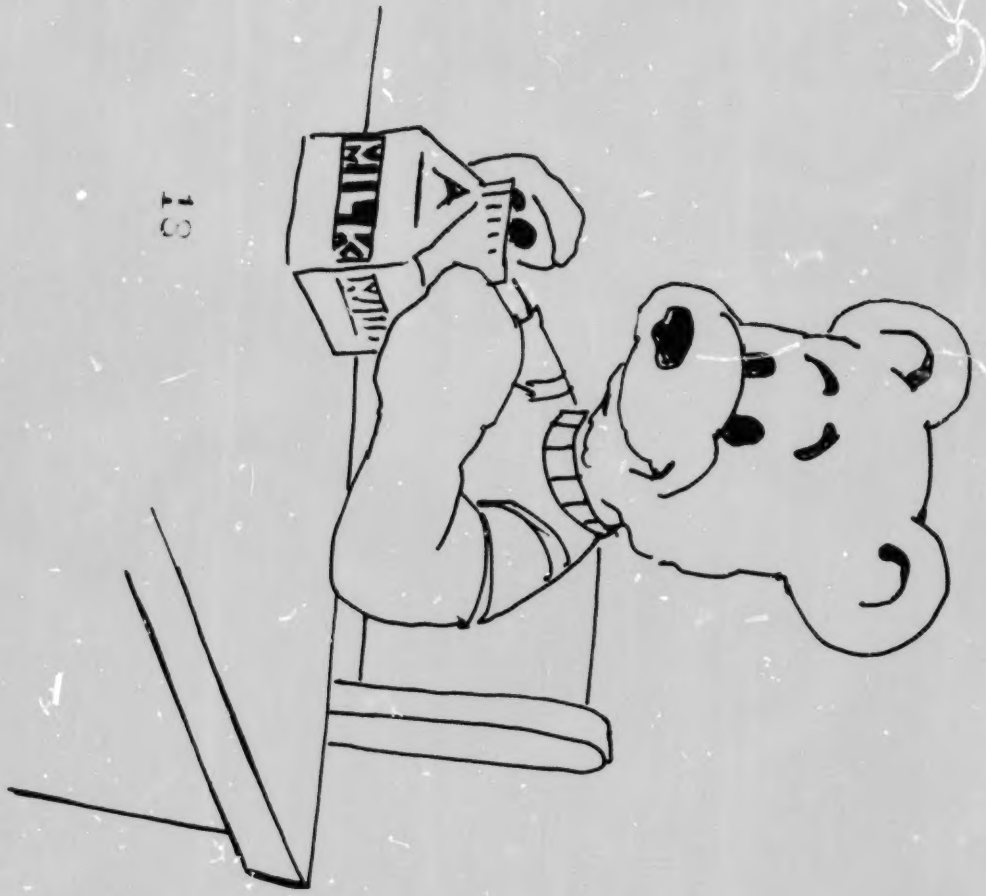

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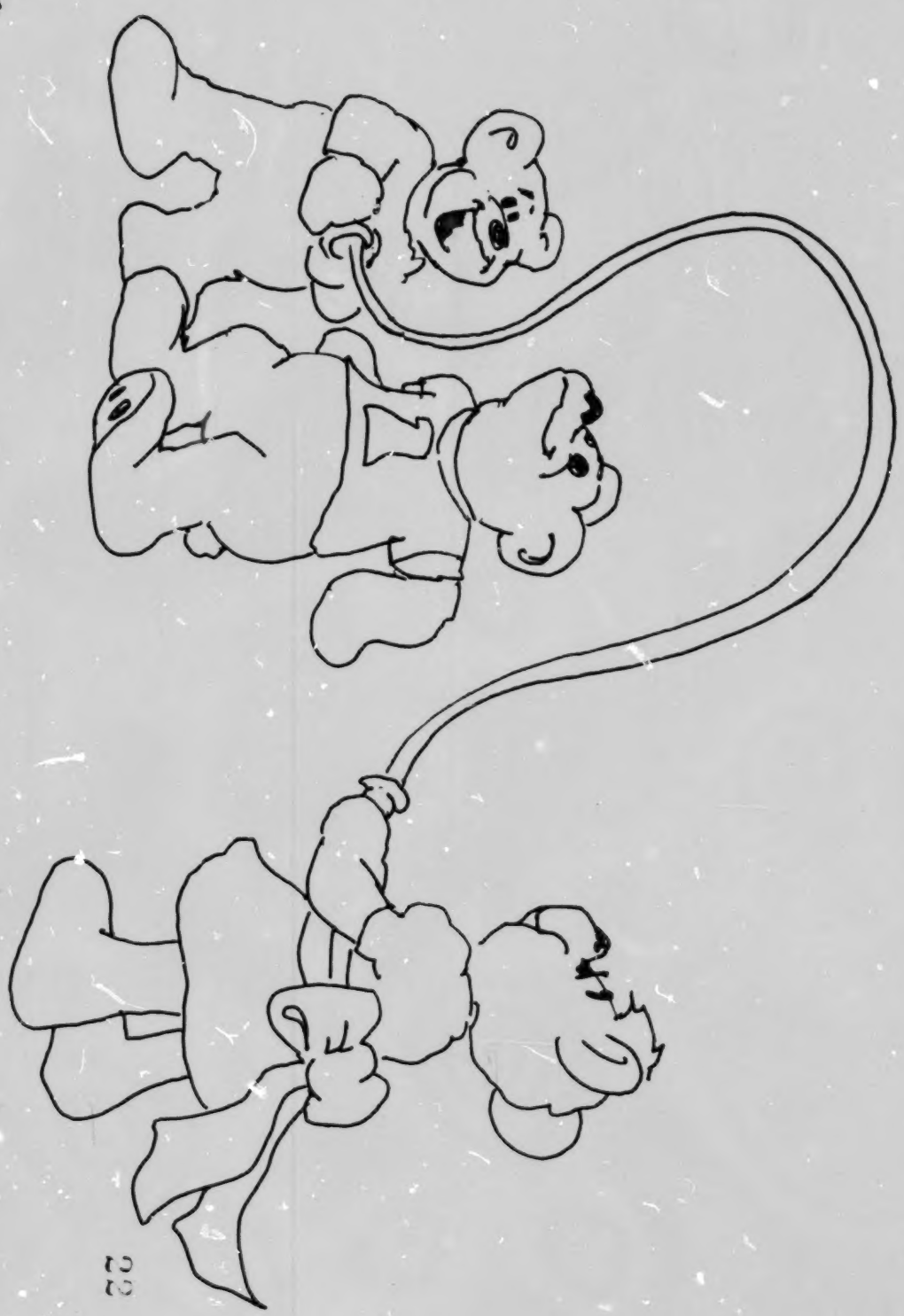

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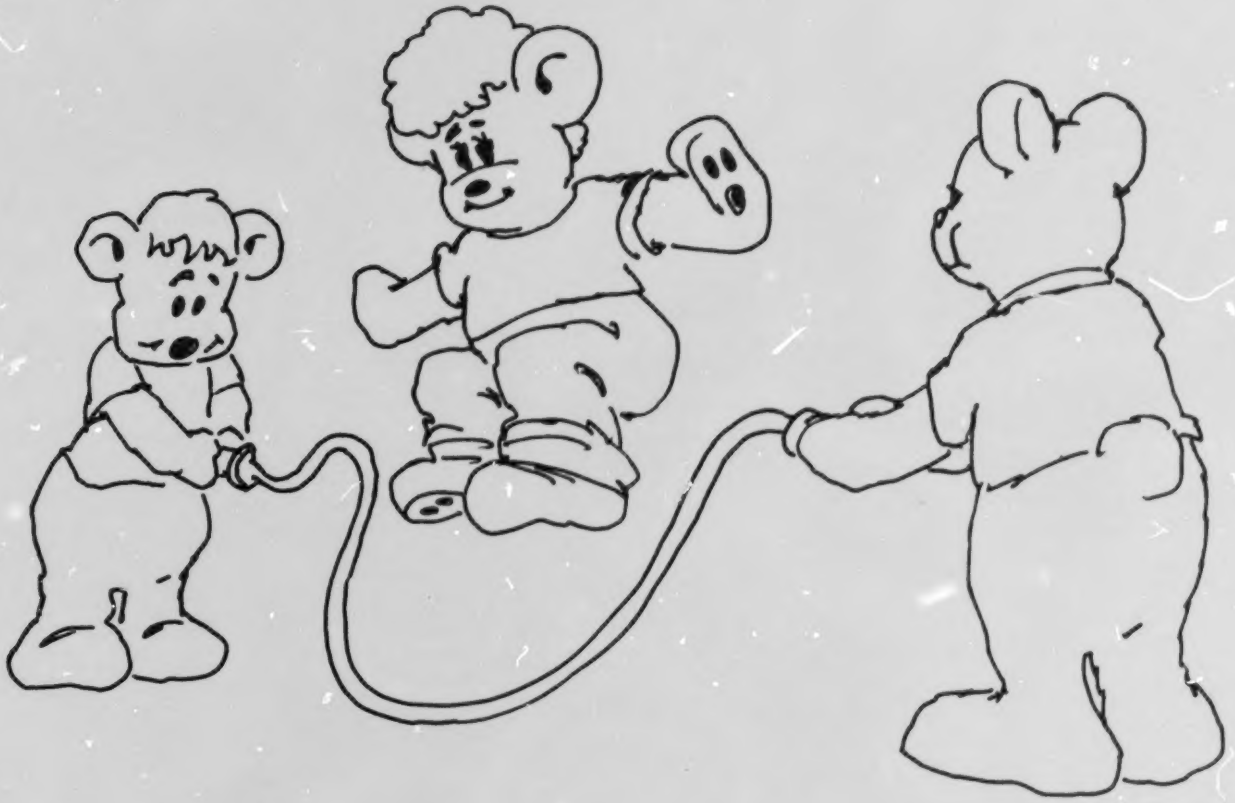

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Lesson Three

THIS IS THE WAY I COME TO SCHOOL

Purpose: Students will have an opportunity to learn about the importance of safety rules.

Concept: Rules
Responsibility

Time: 15-20 Minutes

Materials: Puppet (Sammy)
Script of dialogue between Sammy and the teacher
Prepare chart (Description for making given under activity #2)
Transparencies

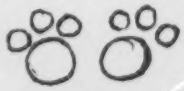
Objectives:

1. Students will demonstrate an understanding of the basic safety rules related to walking, bicycle riding, traveling by car and riding on the school bus.
2. Students will demonstrate through oral discussion and understanding of their responsibility to follow safety rules when walking, bicycle riding, traveling by car or riding on the school bus.

Activities:

1. Tell students that Sammy is visiting them again today, and that he wants to know how you get to school. He wants to know if you walk, ride in a car, on the bus or on a bicycle.
2. Teacher tells students that she has made the chart so that Sammy can know how each of them comes to school. Determine how students come to school and record their name in the appropriate place:

picture of footprints



1.
2.
3.

_____students

picture of car

1.
2.
3.

____students come in a car

picture of a bicycle

1.
2.
3.

____students come on a bicycle

picture of a bus

1.
2.
3.

____students come on the bus

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3. Dialogue: Teacher and Sammy

Teacher: "Sammy, this is the way the boys and girls come to school."

Sammy: "I can see some come in a car, some walk, some ride a bike, and some ride on the bus." Sammy reads the chart and tells how they come to school. He calls each child's name.

Teacher: "Has your class at Honeycomb School talked about safety rules to follow on your way to school?"

Sammy: "Yes, in order to become a good citizen, you observe safety rules both coming to school and at school. Miss Honey Bear and the class talked about many safety rules."

Teacher: "Do you have some pictures about safety rules that you observe coming to school?"

Sammy: "Yes, Miss Honey Bear wanted me to ask you to show these to the class."

Teacher: "Thank you, Sammy, and please thank Miss Honey Bear too."

4. Show the following transparencies and ask the questions listed below:

a. Transparency 1

(1) This is a picture of Sammy's friend Susan riding to school in the car.

(2) She always fastens her seat belt and talks softly so as not to disturb the driver.

b. Transparency 2

(1) This is a picture of Sammy's friend Timothy walking to school.

(2) He walks along the side of the street and never plays in the street.

(3) He always looks both ways before crossing the street.

(4) Timothy always looks for the right traffic light before crossing the street.

c. Transparency 3

(1) This is a picture of the bicycle that Sammy's friend Tony rides to school.

(2) Tony is a careful rider, he knows that to be a responsible rider he must always observe safety rules.

Tony, like Timothy, is very careful when crossing the street.

d. Transparency 4

(1) This is the bus that picks up bears that go to Honeycomb School.

(2) This is Mrs. Panda, the bus driver, she is a very careful driver and asks the bears to obey certain good manners and safety rules. Some of these rules are as follows:

(a) Get on the bus quickly and quietly.

(b) Always stay in your seats while the bus is moving.

(c) Keep everything out of the aisle.

(d) Never put your head or arms outside the window.

(e) Leave the bus quietly and quickly.

5. Class Discussion

a. What are some rules to remember when:

(1) walking to school?

(2) riding to school in a car?

(3) riding to school on a bicycle?

(4) riding to school on the bus?

b. Who makes these rules?

c. Are these rules only followed by children?

d. What are some things that could happen if no one remembered to follow rules:

(1) walking to school?

(2) riding to school in a car?

(3) riding to school on a bicycle?

(4) riding to school on the bus?

6. Extension and enrichment activities.

a. Poetry

(1) Read the following poem to the students.

Stop, look, and listen
Before you cross the street
Use your eyes, use your ears
And then use your feet.

(2) You might like to let students memorize and dramatize the poem.

b. Art Activity

Give each child art paper and crayons. Ask them to draw a picture about a rule that they think is a good one to observe when coming to school.

c. Bulletin Board Display

Display some of the art work done in the art activity of this lesson. The caption might be simply "Safety Rules."

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Lesson Four

MARY HAD A LITTLE LAMB

Purpose: Students will demonstrate their understanding of the need for rules.

Concept: Responsibility
Rules

Time: 15-20 Minutes

Materials: Script or prerecorded tape of "Mary Had A Little Lamb"
Flannel Board
Flannel Board Characters
- Mary
- the Lamb
- the schoolhouse
- the children
- the teacher

Objectives:
1. Students will begin to understand the meaning of rules.
2. Students will begin to understand the need for rules.
3. Students will begin to understand that all children and adults have a responsibility to follow rules.

Activities:
1. Tell the students that they are going to hear a rhyme about a little girl and her pet.
2. Read or have prerecorded the following rhyme:

Mary had a little lamb,
It's fleece was white as snow;
And everywhere that Mary went
The lamb was sure to go.
He followed her to school one day,
Which was against the rule;
It made the children laugh and play
To see a lamb at school.
And so the teacher turned it out,
But still it lingered near,
And waited patiently about
Till Mary did appear.
What makes the lamb love Mary so?
The eager children cry,
Why, Mary loves the lamb, you know,
The teacher did reply.

3. Tell the students that some of the words in the rhyme are big words. Help them develop an understanding of the words listed below or any other words that might be difficult for them.

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Vocabulary Development

a. fleece - The white wool that covered the lamb's body is called fleece.

b. rule - A statement that tells you what you can and cannot do.

c. turned it out - The teacher put the lamb outside because it was against the rule to have a pet at school.

d. lingered - The pet lamb stayed near the school and waited for Mary.

e. patiently - The lamb waited outside quietly without making any noise.

4. Ask the students to close their eyes and pretend to be television sets so they may see Mary, the lamb, the schoolhouse, the teacher and the children laughing and playing as they listen again to the rhyme "Mary Had A Little Lamb."

5. Use the flannel board and the characters listed under materials as the following questions are presented. (This will permit students to associate the appropriate flannel board object as questions are asked concerning rules and responsibility.) Elicit responses to the questions listed below. Place appropriate flannel board objects on the flannel board in response to students' answers.

a. What was the pet you just heard about?

b. Who owned the pet?

c. What did the pet do?

d. Who broke a rule?

e. What was the rule?

f. Who made the rule?

g. Why did the teacher put the lamb out?

h. What did the children do in the rhyme?

i. What do you think about the rule "no pets at school?" Is it fair?

j. What were some of Mary's responsibilities in caring for a pet? How did she take care of these responsibilities?

k. Do you think Mary had a responsibility to see that the lamb was not hurt? Why or why not?

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MARY

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CHILDREN AT PLAY

39

LAMB

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TEACHER

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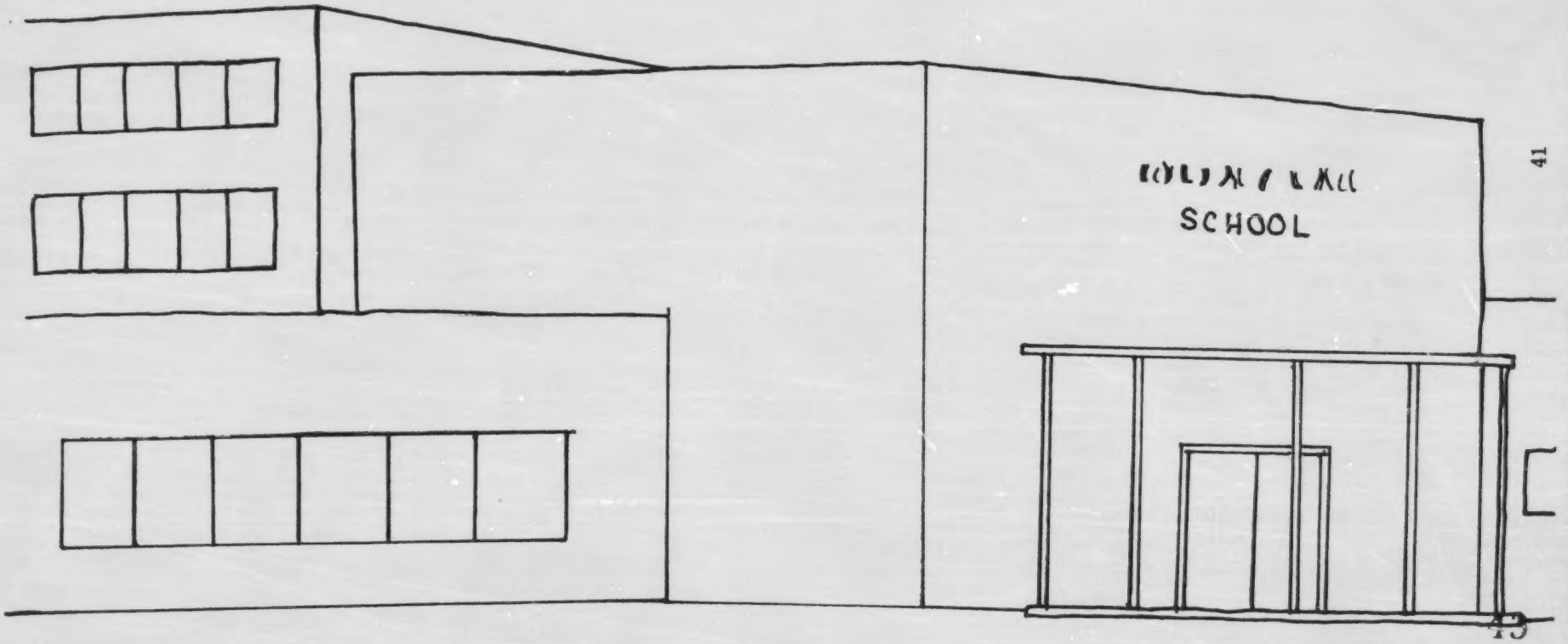
SCHOOL



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Lesson Five

THE LITTLE RED HEN

Purpose: Students will demonstrate their understanding of the need to share and to accept responsibilities.

Concept: Responsibility
Sharing

Time: 20 Minutes

Materials: Script or prerecorded tape of "The Little Red Hen"
Hand Face Puppets (Patterns included)
- Little Red Hen
- Dog
- Cat
- Pig

Objectives:
1. Students will explain the need for accepting responsibility at home and at school.
2. Students will demonstrate an understanding that work should be shared.

Activities:
1. Tell the children that they are going to hear a story about a Little Red Hen who lived in a barnyard with her baby chicks, a dog, a cat, and a pig.
2. Read, tell or play the prerecorded tape of "The Little Red Hen."
3. Have a class discussion about the story using the following questions:
   a. Who were the characters in the story?
   b. What things did the Little Red Hen do to show that she was a hard worker?
   c. What were some things that the Pig, Cat and Dog did that showed that they were or were not hard workers?
   d. Give some reasons why the Little Red Hen should or should not have shared the bread.
   e. What things have happened to you that were like the things that happened to the Little Red Hen? What did you do?

Extension and Enrichment Activities

1. Dramatic Activities:

   (Handface puppets of the Little Red Hen, the Cat, the Pig, and Dog should be prepared prior to this activity.) Let children dramatize the play "The Little Red Hen."

2. Art:

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Let students make a mural showing the various things that happened in the story. The mural might include the following:

a. The Little Red Hen finding the wheat.

b. The Little Red Hen planting the wheat.

c. The Little Red Hen cutting the wheat.

d. The Little Red Hen threshing the wheat.

e. The Little Red Hen taking the grain to the mill.

f. The Little Red Hen bringing the flour home from the mill.

g. The Little Red Hen baking the bread.

h. The Cat and the Dog begging to eat the bread.

i. The Little Red Hen and her chicks eating the bread.

3. Music: To the tune of the Mulberry Bush have students stand in a circle and make motions of the different activities as suggested in the song.

This is the way we find the wheat,
Find the wheat, find the wheat.
This is the way we find the wheat,
Early in the morning.

This is the way we plant the wheat,
Plant the wheat, plant the wheat.
This is the way we plant the wheat,
Early in the morning.

This is the way we cut the wheat,
Cut the wheat, cut the wheat.
This is the way we cut the wheat,
Early in the morning.

This is the way we thresh the wheat,
Thresh the wheat, thresh the wheat.
This is the way we thresh the wheat,
Early in the morning.

This is the way we go to mill,
Go to mill, go to mill.
This is the way we go to mill,
Early in the morning.

This is the way we grind the wheat,
Grind the wheat, grind the wheat.
This is the way we grind the wheat,
Early in the morning.

This is the way we bake the bread,
Bake the bread, bake the bread.
This is the way we bake the bread,
Early in the morning.

This is the way we eat the bread,
Eat the bread, eat the bread,
This is the way we eat the bread,
Early in the morning.

4. Bulletin Board: The board may be entitled "The Little Red Hen." Let students draw a picture showing the part of the story they liked best. Display these pictures on the bulletin board.

THE LITTLE RED HEN

One day the Little Red Hen found a grain of wheat.
"Who will help me plant the wheat?" said she.
"Not I," said the pig.
"Not I," said the cat.
"Not I," said the dog.
"Very well then, said the Little Red Hen, "I will."
And she did.

She planted the grain of wheat, and it grew and grew until it was tall and ripe.
"Who will cut the wheat?" asked the Little Red Hen.
"Not I," said the pig.
"Not I," said the cat.
"Not I," said the dog.
"Very well then, I will," said the Little Red Hen.
And she did.

"Now,' she said, "who will help me thresh the wheat?"
"Not I," said the pig.
"Not I," said the cat.
"Not I," said the dog.
"Very well then, I will," said the Little Red Hen.
And she did.

When the wheat was threshed, she said, "Who will take the wheat to the mill to have it ground into flour?"
"Not I," said the pig.
"Not I," said the cat.
"Not I," said the dog.
"Very well then, I will," said the Little Red Hen.
And she did.

When the wheat was ground into flour, she said, "Who will make this flour into bread?"
"Not I," said the pig.
"Not I," said the cat.
"Not I," said the dog.
"Very well then, I will," said the Little Red Hen.
And she did.

Then she said, "Who will eat the bread?"
"Oh! I will," said the pig.
"Oh! I will," said the cat.
"Oh! I will," said the dog.
"Oh, no, you won't!" said the Little Red Hen.
"My chicks and I will," and so they did.

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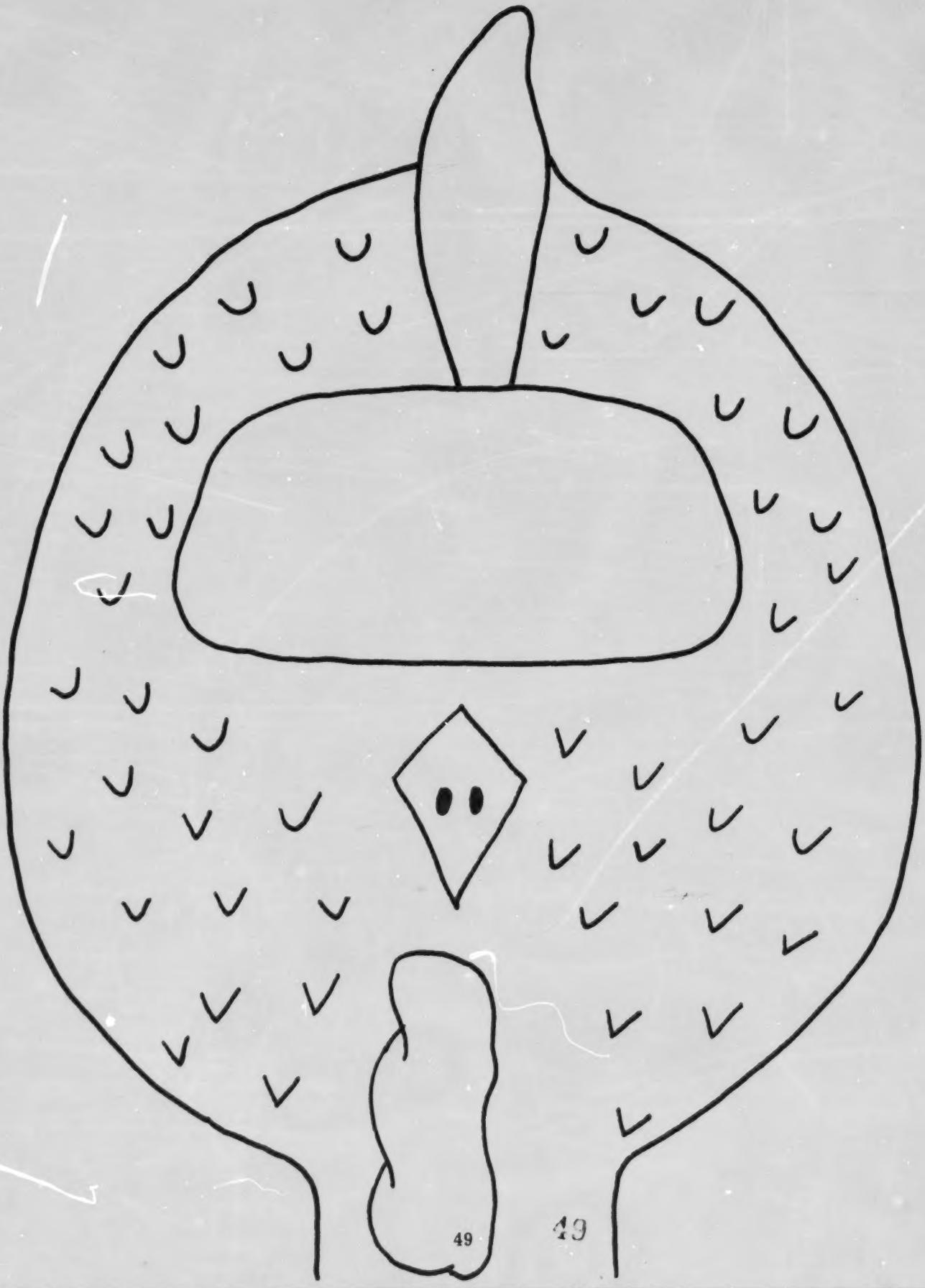
LITTLE RED HEN

Hand Masks

Little Red Hen	Comb and wattles	red
	Beak	yellow
	Feathers	orange
Pig		pink or flesh
Dog	Fur	white
	Spots	black
Cat	Fur	black
	Nose	pink
	Muzzle	white
	Whiskers	Use black pipe cleaners, wire or black cardboard strips.



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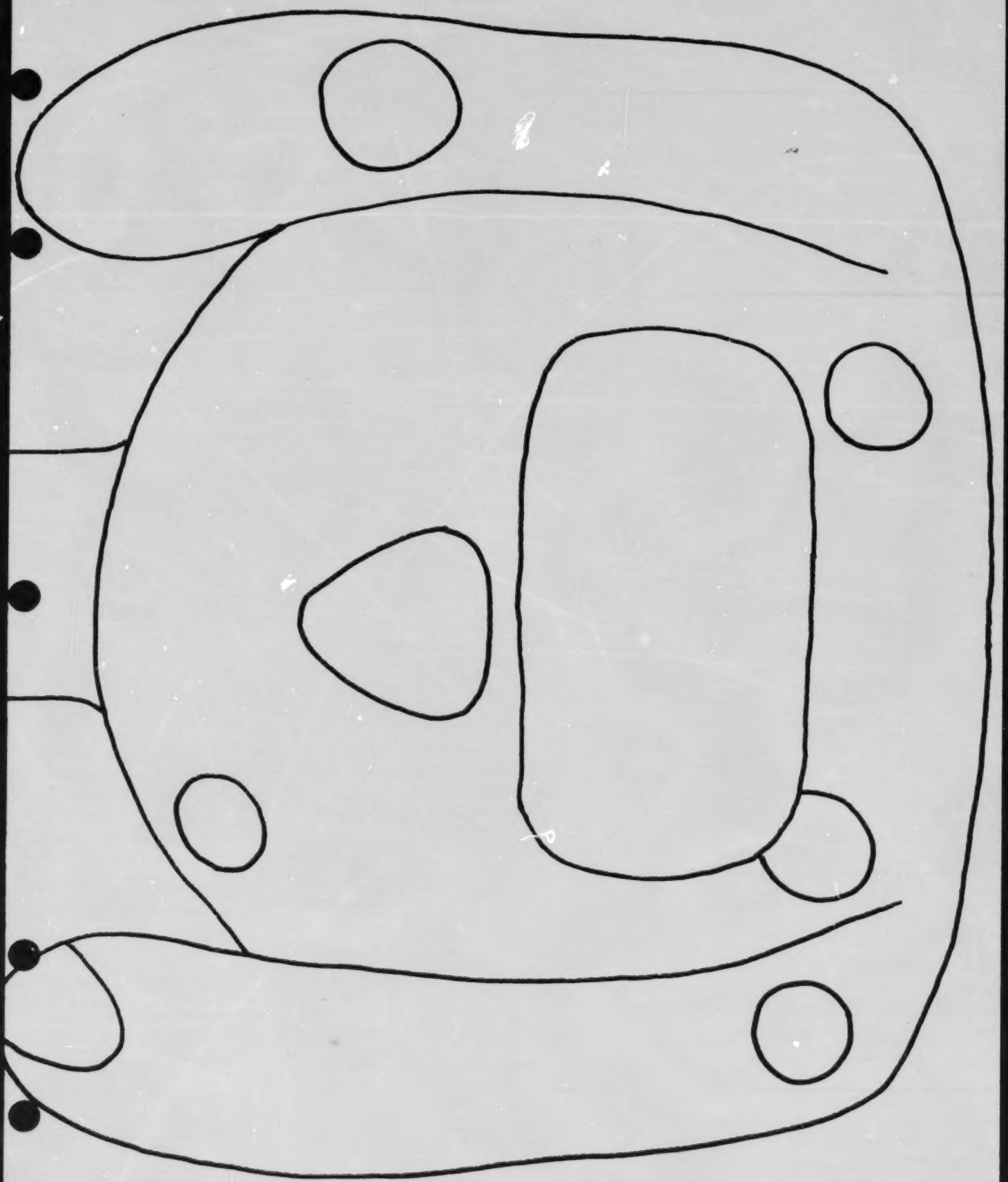

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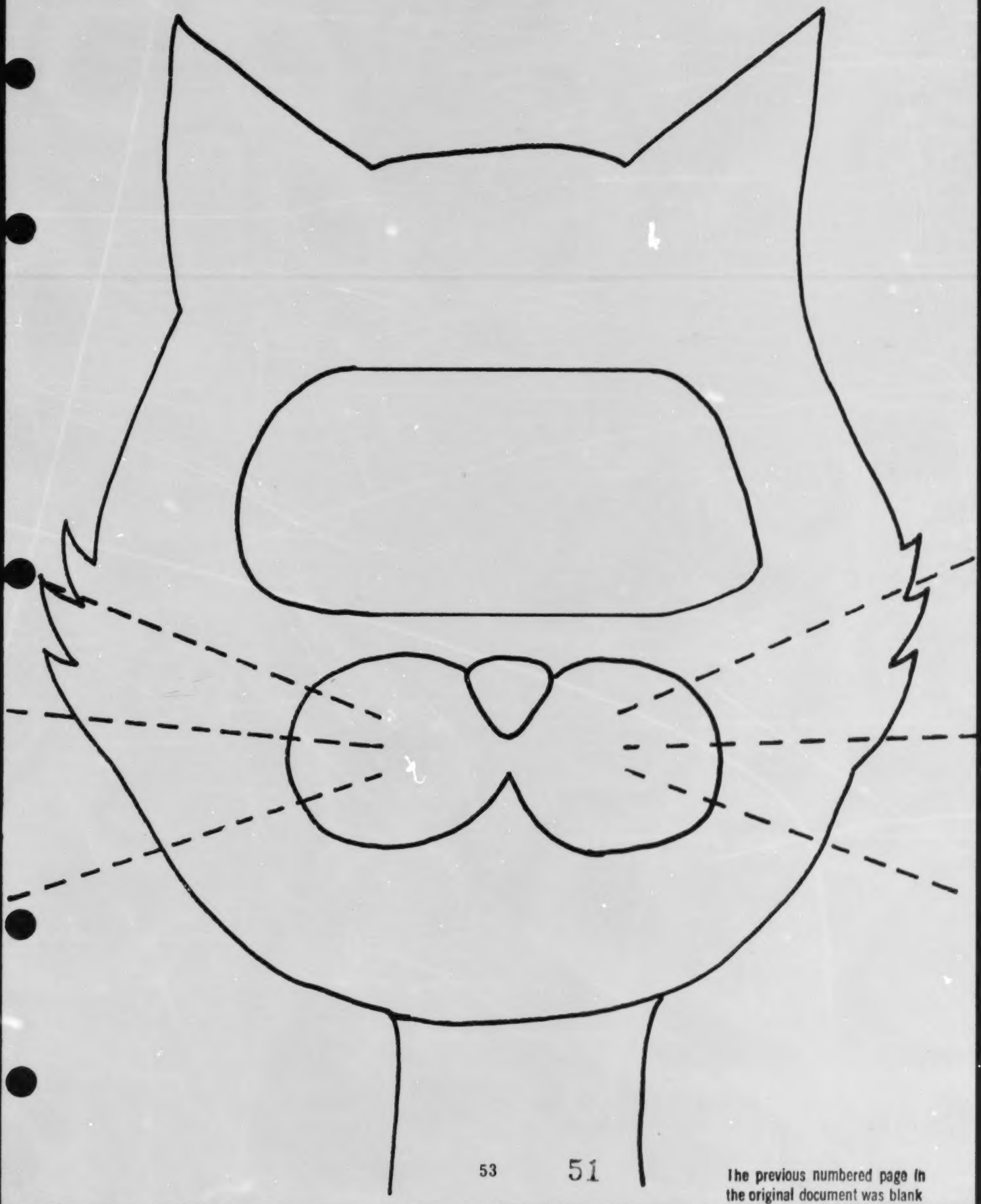

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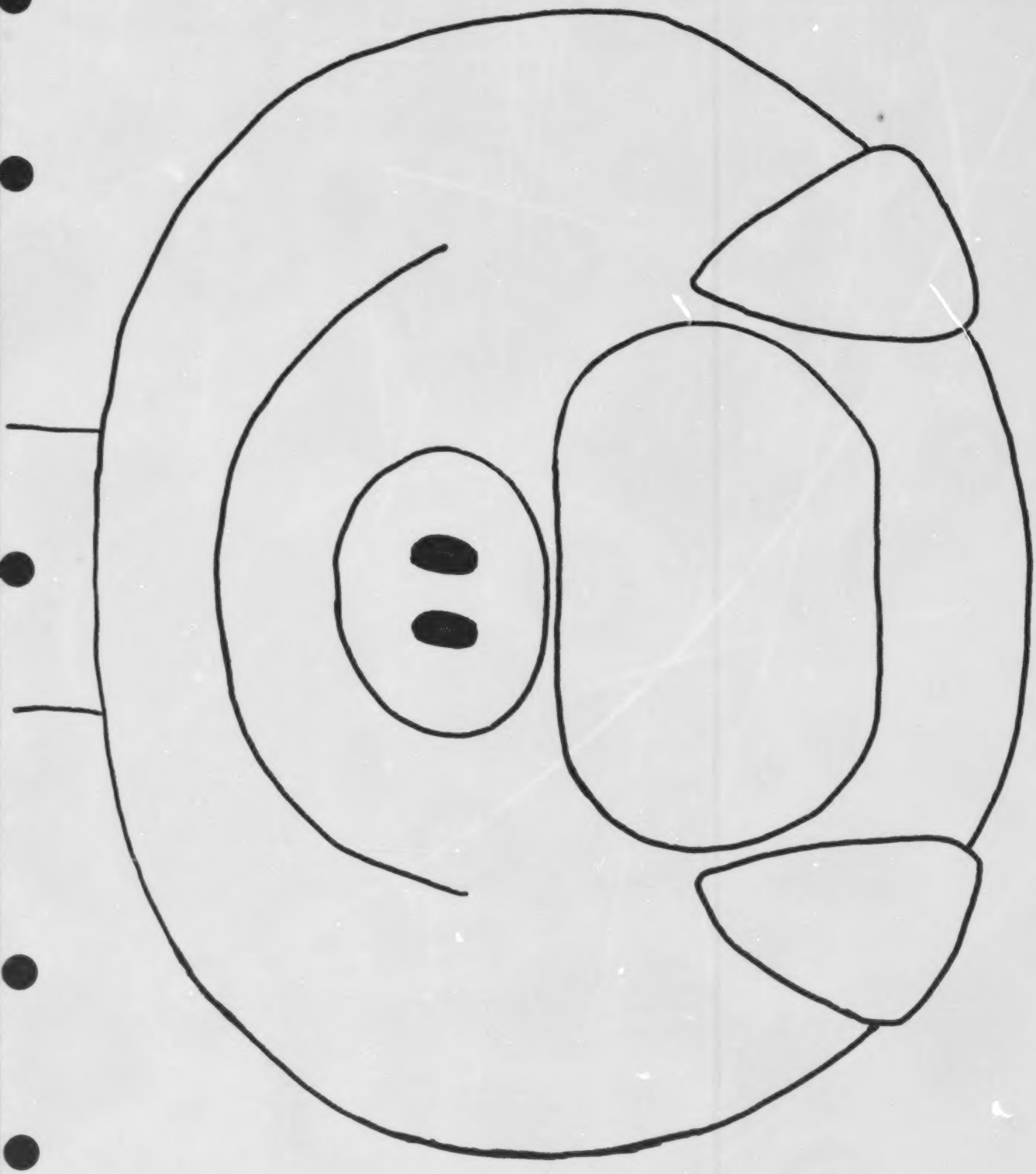

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Lesson Six

RED RIDING HOOD

Purpose: Students will be presented a story that will give them the opportunity to discover their responsibility for keeping promises.

Concept: Responsibility
Keeping a promise

Time: 20 Minutes

Materials: Script or prerecorded tape of "Red Riding Hood"
Finger puppets (patterns and directions included)

Objectives:

1. Students will develop an understanding of their responsibility for keeping a promise.
2. Students will develop an understanding of the consequences when a promise is broken.

Activities:

1. Tell students that they are going to hear a story about a little girl named Red Riding Hood. She always wore a red coat and hood every place she went. The coat and hood were given to her by her grandmother. Red Riding Hood and her grandmother loved each other very much.
2. Read, tell or play the prerecorded tape of "Little Red Riding Hood."
3. Ask students the following questions:
   a. Who were the characters in the story?
   b. Why did Red Riding Hood's mother ask her to take the food to her grandmother?
   c. What did Red Riding Hood promise to do?
   d. What were some of the things that happened that caused Red Riding Hood not to keep her promise?
   e. What are some of the things that might have happened because her promise was broken?
   f. Can you think of a time that you made a promise that you didn't keep? What happened?
   g. What are some of the things that caused you not to be able to keep your promise?
   h. Can you think of a time that someone made a promise to you that was broken? How did you feel about that?

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Extension and Enrichment Activities:

1. Puppetry:

   Tell the story of Red Riding Hood, letting the finger puppets pretend to do the talking.

2. Puppet and/or book center:

   Put the finger puppets in the center so that children may do a puppet show of Red Riding Hood for their own pleasure or for the pleasure of a small group of students, during center time.

3. Art:

   Let the students do a picture depicting their favorite part of the story, Little Red Riding Hood.

One day her mother said, "Come here, Red Riding Hood! Take this dish of soup and fresh baked bread to your grandmother. She is ill and the food will make her feel better. Go quickly so it will still be warm for grandmother. Remember do not stop to play along the way or talk to strangers."

"I will do just that," Red Riding Hood promised her mother.

Red Riding Hood and her mother lived in a small village and Grandmother lived about a half mile outside the village in a heavily wooded area. When she got to the woods she met a wolf, but Red Riding Hood didn't know what a wicked animal he was, so she wasn't a bit afraid of him.

"Good morning, Red Riding Hood," he said.

"Good morning, Wolf," she answered.

"Where are you going, Red Riding Hood?"

"To Grandmother's house."

"What have you got in your basket?"

"Food for Grandmother, who isn't feeling well," replied Red Riding Hood.

"Where does your grandmother live, Red Riding Hood?"

"Grandmother lives in the house at the end of this path."

The wolf thought, "I must think of a way to eat both Red Riding Hood and her Grandmother."

He walked along with Red Riding Hood for awhile; then he said, "My, listen to the lovely songs the birds are singing, and aren't the flowers beautiful. Why don't we pick a bouquet for your grandmother?"

"I promised my mother I would not stop along the way, I must hurry to Grandmother's before the food gets cold."

"The flowers would be very pretty for your grandmother," said the wicked wolf.

Red Riding Hood looked around and saw all the bright flowers. She thought, I'm sure it would make Grandmother very happy if I took her a bouquet of beautiful flowers. It is still quite early. I will have plenty of time."

So she left the path and wandered off among the trees to pick flowers. Each time she picked one, she saw another prettier one farther on. So she went deeper and deeper into the woods.

In the meantime, the wolf went straight to Grandmother's cottage and knocked at the door.

"Who is it?"

"It is I, Red Riding Hood, bringing you fresh baked bread and good hot soup. Open the door!"

"Turn the door knob, called out grandmother. I'm feeling too bad to get up."

The wicked wolf opened the door and went straight to the bed and swallowed poor Grandmother whole.

The wolf put on one of Grandmother's night caps and gowns and got into the bed to wait for Red Riding Hood.

Meanwhile, Red Riding Hood ran about picking flowers until she could carry no more and then she remembered her promise to her mother and went as fast as she could to Grandmother's house.

When she got to the house, she opened the door and went straight to Grandmother's bed.

There lay her grandmother on the bed, but she had drawn her cap down over her face and she looked very strange.

"Good morning, Grandmother," she cried. But she received no answer.

"Oh, Grandmother, what big ears you have," she said.

"The better to hear you with, my dear."

"Grandmother, what big eyes you have."

"The better to see you with, my dear."

"Grandmother, what big hands you have."

"The better to catch hold of you with my dear."

"But Grandmother, what big teeth you have."

"The better to eat you with my dear."

Suddenly the wolf sprang from the bed and swallowed Red Riding Hood. The wolf, having a very full stomach decided to take a nap.

A hunter went past the house and thought how loudly the old lady is snoring. "I must see if there is something wrong with her."

So the hunter went into the house and found the wolf asleep on Grandmother's bed. Fearing that he had eaten the old lady, the hunter grabbed the wolf's jaws and held them wide open. Out of the wolf's mouth walked Grandmother and Red Riding Hood.

The hunter twisted the wolf's jaws until he cried out in pain. He promised the hunter that he had learned his lesson and that he would never eat anyone else again; and he didn't.

Grandmother ate the soup and bread that Red Riding Hood had brought and felt much better.

Red Riding Hood said, "Never again will I break a promise. If the hunter had not come by, Grandmother and I would not have been seen again.

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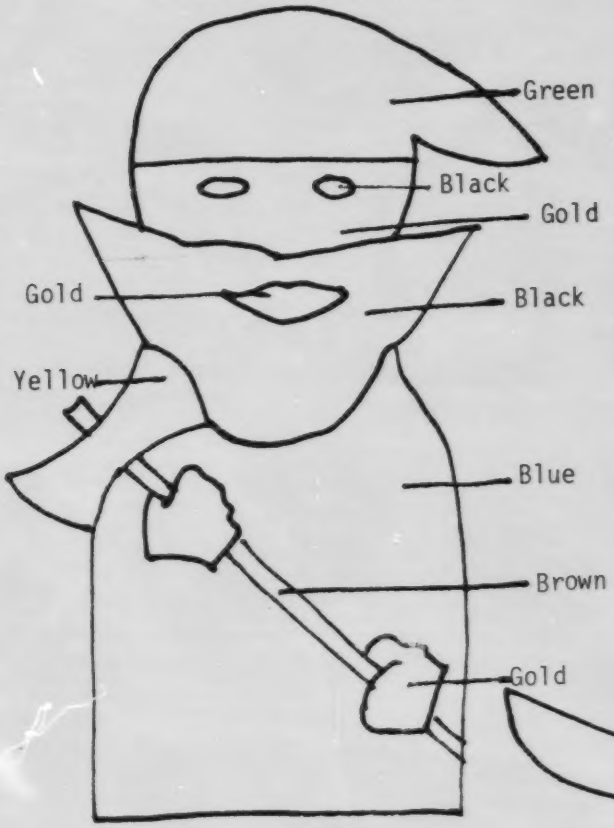
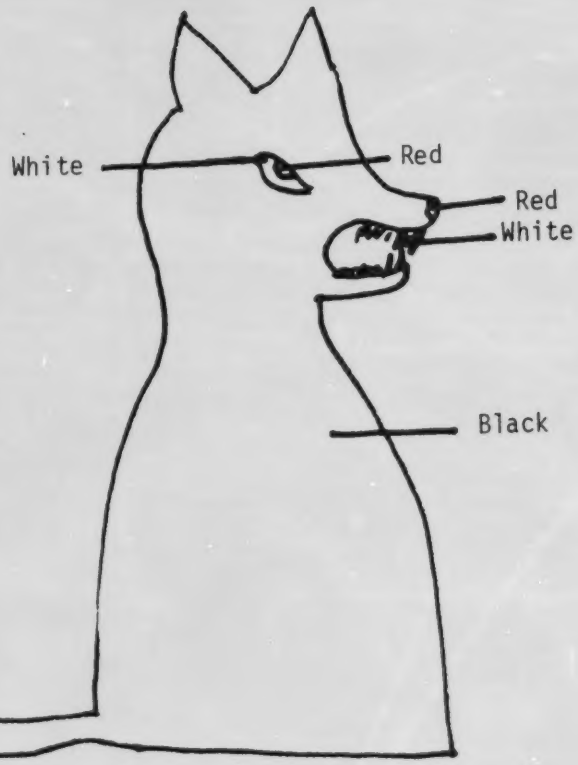
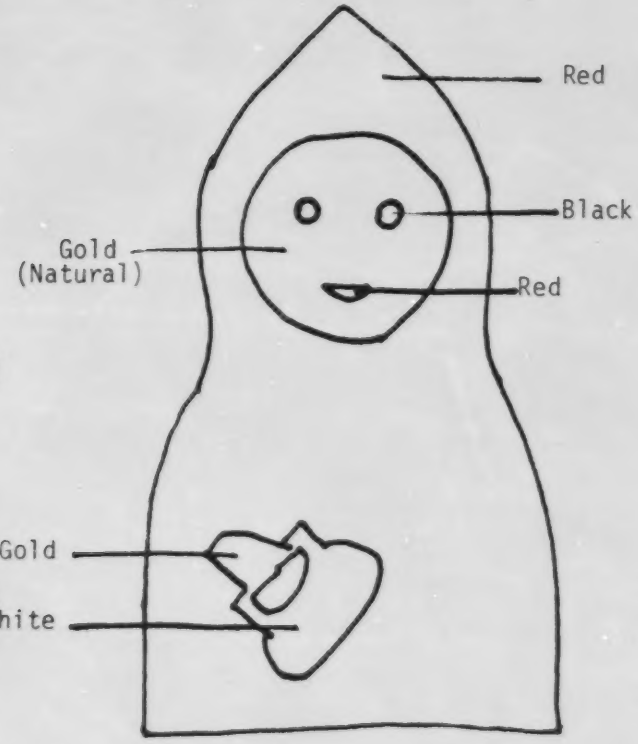
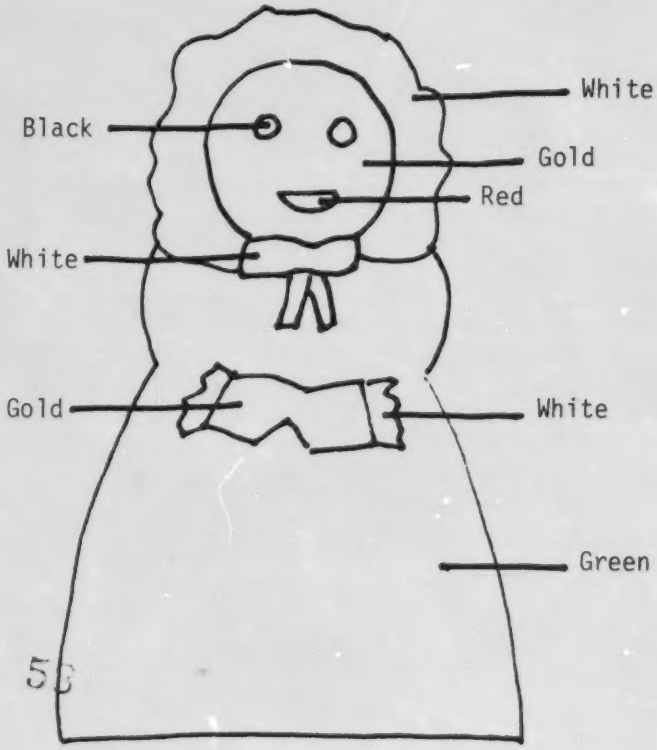
Trace the silhouette of each character and cut it from the appropriate color of felt. Then trace the outline of the separate parts and cut from felt. Paste the parts on the character's silhouette.









Lesson Seven

THE LION AND THE MOUSE

Purpose: Students will hear a story that shows the dangerous consequences that may occur when a dare is made and accepted.

Concept: Dares
Promises

Time: 15-20 Minutes

Materials: Transparencies or stick puppets
Script or prerecorded tape of "The Lion and the Mouse"

Objectives:

1. Students will be able to verbalize some risk involved when a dare is made.
2. Students will be able to verbalize some reasons for keeping promises.

Activities:

1. Tell students that they are going to hear a story about a lion and two young mice. One mouse is Weave and the other mouse is Willy. Tell students that you want them to see a picture of these characters. You might wish to make stick puppets of Weave, Willie, and the Lion. Patterns on pages 87 and 89 may be used.
   a. Transparency 1

      This is a picture of the lion. He is a very strong animal.

   b. Transparency 2

      This is a picture of Weave and Willy. They are both in great danger in the story you are going to hear.
2. Read or play the prerecorded tape of "The Mouse and the Lion."
3. Ask the following questions:
   a. Who were the three characters in this story?
   b. What did Weave dare Willy to do?
   c. What did Willy do about the dare? How did you feel about Willy's decision?
   d. Do you think Willy acted wisely when he was running up and down on the lion's back? Why or why not?
   e. What could have happened to Willy?
   f. What did Willy promise the lion?
   g. Did Willy keep his promise?
   h. What did he do to keep it?

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THE LION AND THE MOUSE

Once upon a time there were two young mice who were very good friends. Their names were Weave and Willy. Each mouse was always trying to show that he was braver and stronger than the other mouse. One day they came upon a large lion taking a nap under a big oak tree.

Weave said, "Watch me, I'm so brave, I can run up and down the lion's back. I'm not afraid at all."

Willy, not to be outdone, said, "Oh, that's really nothing. The lion is asleep, anyone could do that."

"I dare you to try," Weave said.

Willy was really afraid because he knew if the lion waked up that he would be eaten in one tiny bite. But he didn't want his friend Weave to think that he was a coward so he jumped upon the lion's nose and began to dance about crying, "Look at me! Who is afraid of a lion."

Just about that time the lion was wakened by the noise Willy was making. "You foolish mouse what are you doing here? I think I'll eat you," roared the lion.

Willy was so frightened and he thought, "Oh, I'm so dumb. Why did I take a dare. I'm going to be eaten alive." "Oh, please, let me go Mr. Lion, and some day I'll repay you."

"You, a tiny mouse help me the mighty Lion," roared the lion. He laughed and laughed, and since he wasn't hungry he let Willy go.

A very frightened Weave and Willy ran home as fast as their four little feet could take them.

Many years later some hunters caught the lion in a big net. The lion roared and roared. Willy heard the lion and rushed to help. He gnawed the net in two and the lion escaped. From that day on Weave and Willy and the lion were very good friends.

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Lesson Eight

THE BOY WHO CRIED WOLF

Purpose: The students will discover some of the consequences that may occur when we fail to tell the truth.

Concept:
Truth
Promises
Responsibility
Respect for property

Time: 15 minutes

Materials: Script or a prerecorded tape of "The Boy Who Cried Wolf."

Objectives:

1. Students will be able to see the cause-effect relationship when someone tells something that isn't true.
2. Students will be able to verbalize their understanding of the need to keep a promise.

Activities:

1. Tell the students that they are going to hear a story about a little boy who had a very responsible job to do.
2. Read or play a prerecorded tape of "The Boy Who Cried Wolf."
3. Discuss the story using some of the following questions:
   a. The sheep were the property of whom? Who owned the sheep?
   b. What did the woman in the story ask her son to do?
   c. Who made a promise in this story?
   d. What was that promise?
   e. Was the promise kept? What happened?
   f. Why did the men from the village not help chase the wolf away the second time?
   g. Do you think they should have helped? Why or why not?
   h. How do you think the boy's mother felt about what happened?
   i. How do you think the boy felt about what happened?
   j. Why is it important to keep a promise that you make to someone?

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THE BOY WHO CRIED WOLF

Once upon a time there was a woman and her son who lived in a little house in a village near the mountains. They were very poor, and to make money for food and clothing they raised sheep and sold their wool. The sheep were sheared each Spring.

One day the boy's mother told her son to take the flock of sheep up the side of the mountain to graze. She told him to watch the sheep and if he saw a wolf to call for help. The boy promised his mother that he would watch the sheep carefully so that they wouldn't be eaten by a wolf.

The boy grew tired of watching the sheep, so he decided to have some fun. He ran down the mountain crying, "Wolf! Wolf! Please help. The wolf will eat my sheep."

The men in the village left their work and rushed to chase the wolf away. "Where is the wolf?" asked the villagers.

The boy laughed and laughed. "There is no wolf. I just wanted to have some fun."

The villagers told the boy that it was not funny and that someday he might need help and that no one would come when he cried wolf. The boy laughed and laughed.

A few days later there really was a big gray wolf. The boy was very frightened. He ran down the mountainside crying, "Please help me! There is a big gray wolf, who is going to eat the sheep."

The men in the village heard the boy crying for help, but they didn't run to help as they had before. They thought he was only trying to fool them again.

Because the boy had cried for help when he didn't need it, no one came when he really did need help. The men in the village thought he was not telling the truth again. Because of this the boy and his mother lost many of their sheep.

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Lesson Nine

THE SHOEMAKER AND THE ELVES

Purpose: Students will hear a story which shows how important it is to share.

Concept: Sharing
Appreciation

Time: 15 Minutes

Materials: Script or prerecorded tape of "The Shoemaker and the Elves."
Flannel board characters of:
- The shoemaker
- The shoemaker's wife
- The elves
- Shoes for the elves

Objectives:
1. Students will be able to tell the different ways the characters in the stories shared with each other.
2. Students will be able to verbalize the need for sharing both at school and at home.

Activities: Elicit answers to the following questions:
1. Who were the characters in the story?
2. How did the shoemaker make money to buy food for himself and his wife?
3. Why were the shoemaker and his wife unhappy at the beginning of the story?
4. What time of year did this story take place?
5. Who helped the shoemaker?
6. How did the elves help?
7. What did the elves do to show they were not selfish?
8. What did the shoemaker and his wife do that showed they appreciated what the elves had done for them?
9. Think of a time that you did something nice for someone without being asked? What happened?
10. How do you think it made that person feel?
11. How did you feel?

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THE SHOEMAKER AND THE ELVES

Once upon a time there was a poor shoemaker and his wife who made shoes. One cold snowy winter night, near Christmas time, the shoemaker cut out a pair of shoes, using his last piece of leather.

The shoemaker was very sad for he had no money to buy more leather to make shoes and no money to buy food to eat. That night he left the shoes that had been cut out on the table to be finished the following morning.

The next morning when the shoemaker was ready to sew the leather into shoes, he had a big surprise. For there before his eyes were the most beautiful pair of shoes that he had ever seen. He called to his wife, "My shoes are so beautiful, it's like magic. Now we'll be able to sell the shoes and buy food and leather to make more shoes."

The shoemaker spent the day whistling a happy song as he cut the leather into three pairs of shoes. Next morning after a nice breakfast of pancackes and maple syrup, the shoemaker was ready to sew the leather into shoes. But again to his surprise there were three pairs of beautiful shoes.

It was almost time for Christmas. The shoemaker's wife said, "I wish we knew who our friends are, they have helped us so much, now we have money to buy leather for shoes and plenty of food to eat. It would be nice to do something for our new friends.

Instead of going to bed that night, the shoemaker and his wife waited quietly to discover who their new friends were. To their surprise two tiny elves came into the room and began to make beautiful shoes. The poor elves had no shoes on their tiny feet, and their feet were very cold for they have been walking in the snow.

The elves finished the shoes and went quietly out of the room into the cold snowy night.

Christmas Eve, the night that Santa Claus came was to be the next night. The shoemaker spent the next day making two pairs of beautiful shoes for the little elves.

The night was Christmas Eve Night, the shoemaker put the two pair of new shoes on the table for the elves, and the shoemaker's wife left the elves two steaming hot cups of hot chocolate with marshmallows and some delicious cookies.

The elves came again that night to make shoes for the shoemaker and his wife, but to their delight they each had a new pair of shoes and a delicious snack. After eating their snacks they put on their new shoes and danced about. They went dancing and laughing through the snow shouting, "MERRY CHRISTMAS, MERRY CHRISTMAS."

The shoemaker and his wife were so happy because they had made their new friends happy.

Each year on Christmas Eve Night the elves came back to the home of the shoemaker and his wife. The shoemaker and his wife always left new shoes, hot chocolate with marshmallows and cookies as well as a note that said:

Dear Elves,

Thank you very much. We wish you a Merry Christmas and Happy New Year.

Love,
Mr. & Mrs. Shoemaker

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Lesson Ten

THE THREE BEARS

Purpose: Students will discover the importance of asking permission before using the property of others.

Concept: Manners
Respect for property

Time: 15-20 Minutes

Materials: Script or prerecorded tape of "The Three Bears"
Sack Puppets (Patterns are included)

Objectives:

1. Students will be able to identify the different events in the story that do not show respect for property.
2. Students will demonstrate an understanding of the need to ask permission before using the property of others.

Activities:

1. Present the story as follows:

   Our story today is about a family of bears and a little girl named Goldilocks. There is a father bear, a mother bear, and a baby bear. Read or play a prerecorded tape of the "Three Bears." Vary the voices of the bears.

2. Ask the students the following questions:

   a. Who were the characters in the story?

   b. Who owned the house in the story?

   c. What property belonged to Father Bear?

   d. What property belonged to Mother Bear?

   e. What property belonged to Baby Bear?

   f. How did Goldilocks get into the Bear's house?

   h. What are some of the things that Goldilocks did while the Bears were away from home?

   h. How was the rule "respect for the property of others" broken in this story?

   i. Do you think respecting the property of others is a good rule for us to follow? Why or why not?

   j. What are some things that could happen if no one respected the property of others at home?

   k. What are some things that could happen if no one respected the property of others at school?

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3. Extension and Enrichment Activities:

   a. Puppetry:

      Tell the story of the Three Bears, letting the hand puppet of the Bears and Goldilocks pretend to tell the story. Show variations in the voices of the Bears.

   b. Puppet Center:

      If the classroom includes a puppet or storybook center, the sack puppet of the Bears and Goldilocks may be placed there. Children may use it to dramatize the story of the Three Bears for their own pleasure or for the pleasure of other students.

   c. Bulletin Board Display

      Ask students to draw and color a picture that shows a scene from "The Three Bears." Display some of the pictures on the board. Tell them their picture might show:

      (1) The bears taking a walk.

      (2) Goldilocks doing one of the following:

         (a) Entering the Bear's home.

         (b) Eating the Bear's oatmeal.

         (c) Sitting on one of the Bear's chairs.

         (d) Sleeping on one of the Bear's beds.

         (e) The Bears finding Goldilocks asleep on Baby Bear's bed.

         (f) Goldilocks running from the Bear's home.

THE THREE BEARS

Once there were three bears. There was Father Bear, Mother Bear, and Baby Bear. They lived in a little house in the woods. They each owned a bowl for cereal, a chair to sit in, and a bed. Everything that belonged to Father Bear was large because he was a big bear. Everything that belonged to Mother Bear was middle sized because she was a middle sized bear. Everything that belonged to Baby Bear was small because he was a baby bear.

One morning, Father Bear said, "While our oatmeal cools, let's take a walk in the woods.

While they were away a little girl called Goldilocks, who had been sent on an errand by her mother, passed by the house, and looked in at the window. She peeped in at the keyhole. The door was not fastened, so Goldilocks opened the door and went into the house.

She saw the bowls of oatmeal on the table. She tasted the oatmeal in each bowl. Father Bear's was too hot. Mother Bear's was too cold, but Baby Bear's was just right so she ate all of it.

Then she sat in each of the chairs. Father Bear's was too hard, Mother Bear's was too soft, but Baby Bear's chair was just right, so she sat and sat until she broke the bottom out of it.

Goldilocks went upstairs to take a nap. She lay on Father Bear's bed but the pillow was too hard. She lay on Mother Bear's bed but the pillow was too soft. She lay on Baby Bear's bed and it was just right, so she closed her eyes to take a nap.

The Bears returned from their walk to find that someone had entered their house without being invited.

Father Bear said, "Someone's been eating my oatmeal."

Mother Bear said, "Someone's been eating my oatmeal."

Baby Bear said, "Someone's been eating my oatmeal and they've eaten it all up."

Father Bear said, "Someone's been sitting in my chair."

Mother Bear said, "Someone's been sitting in my chair."

Baby Bear said, "Someone's been sitting in my chair, and they've broken the bottom out of it."

The Bears went upstairs. Father Bear said, "Someone's been sleeping in my bed."

Mother Bear said, "Someone's been sleeping in my bed."

Baby Bear said, "Someone's been sleeping in my bed and she's still here."

Goldilocks was wakened by the voices of the Bears. She jumped out of bed, ran down the stairs and out the front door. She said, "I'll never visit anyone's home again without being invited."

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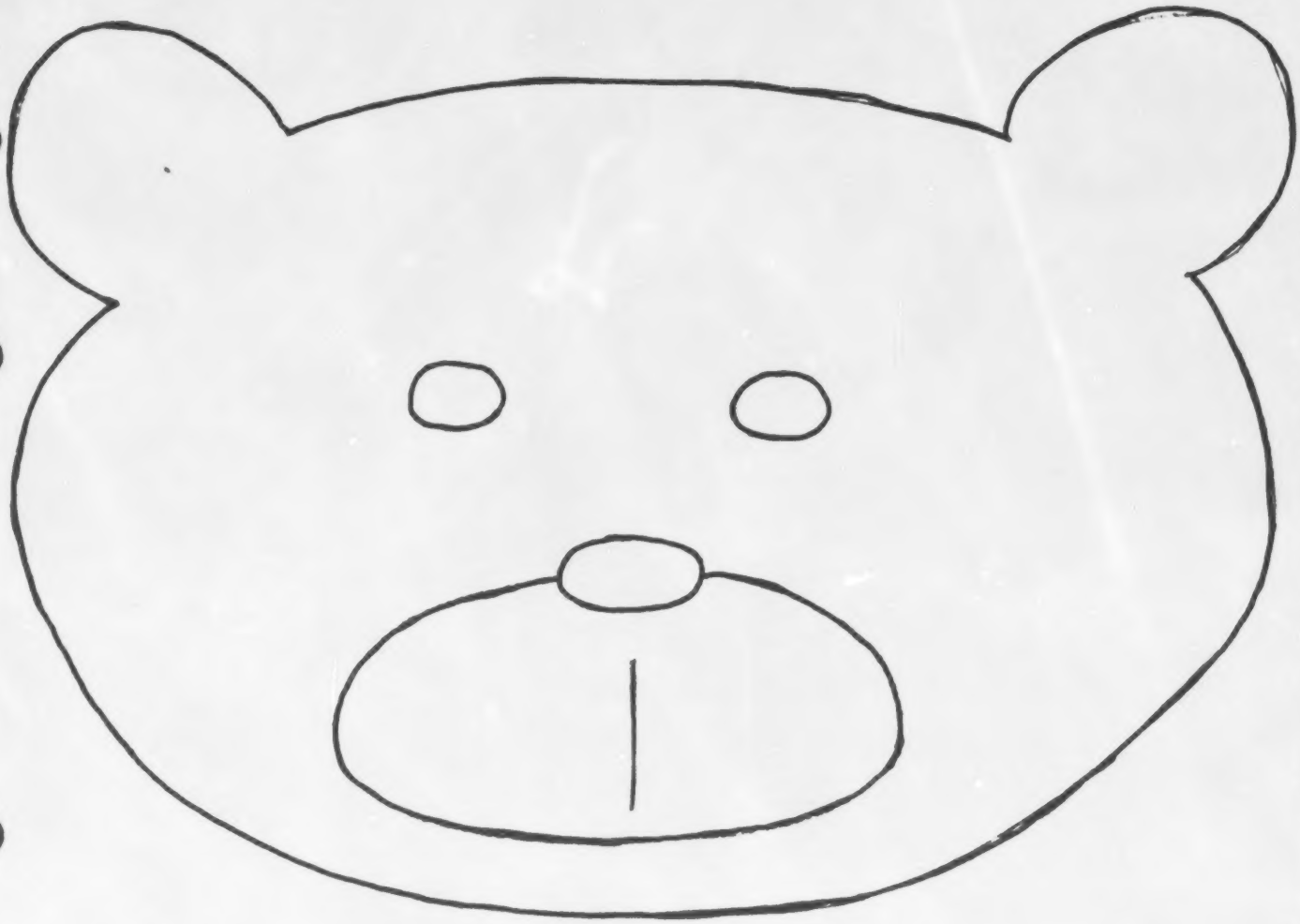

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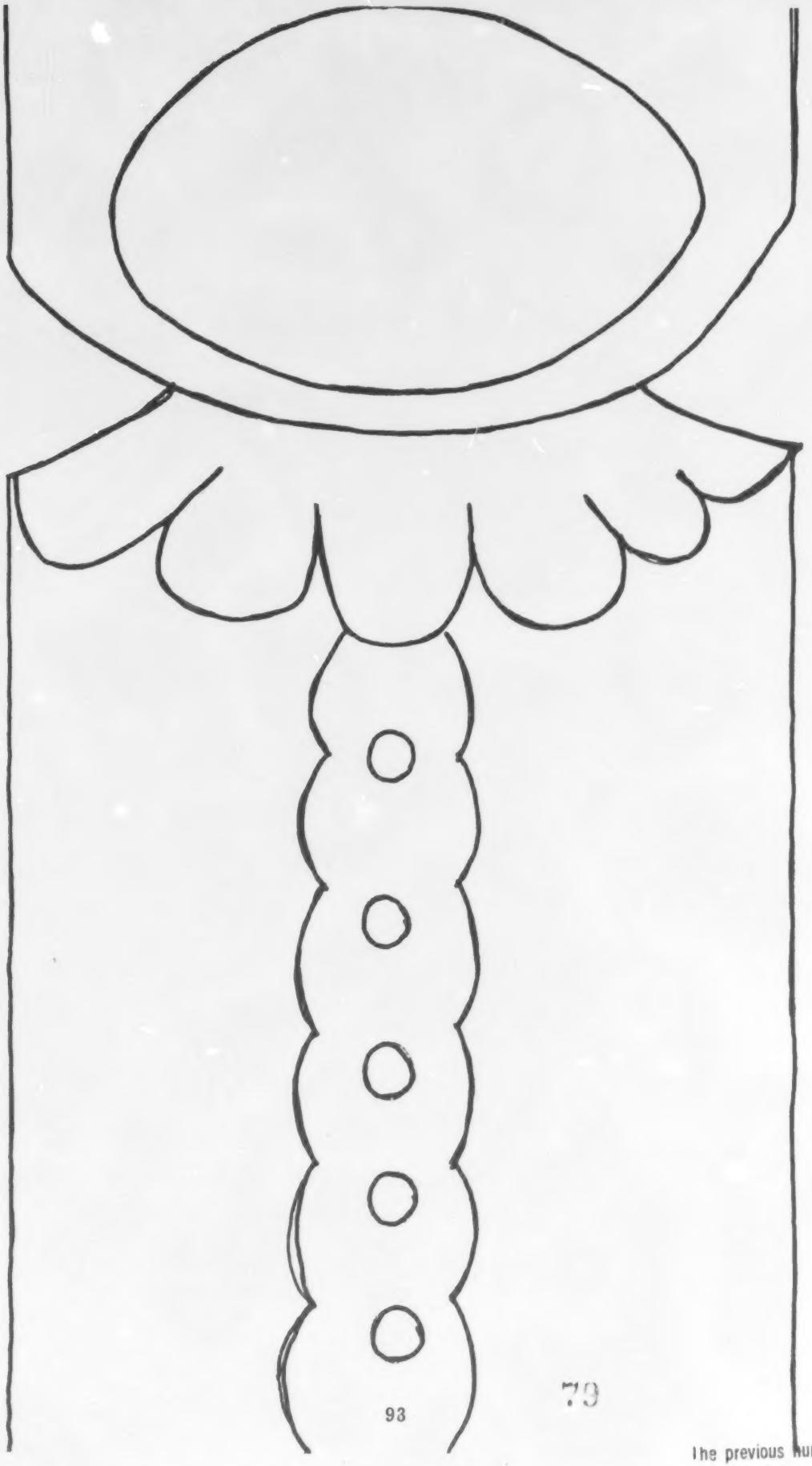

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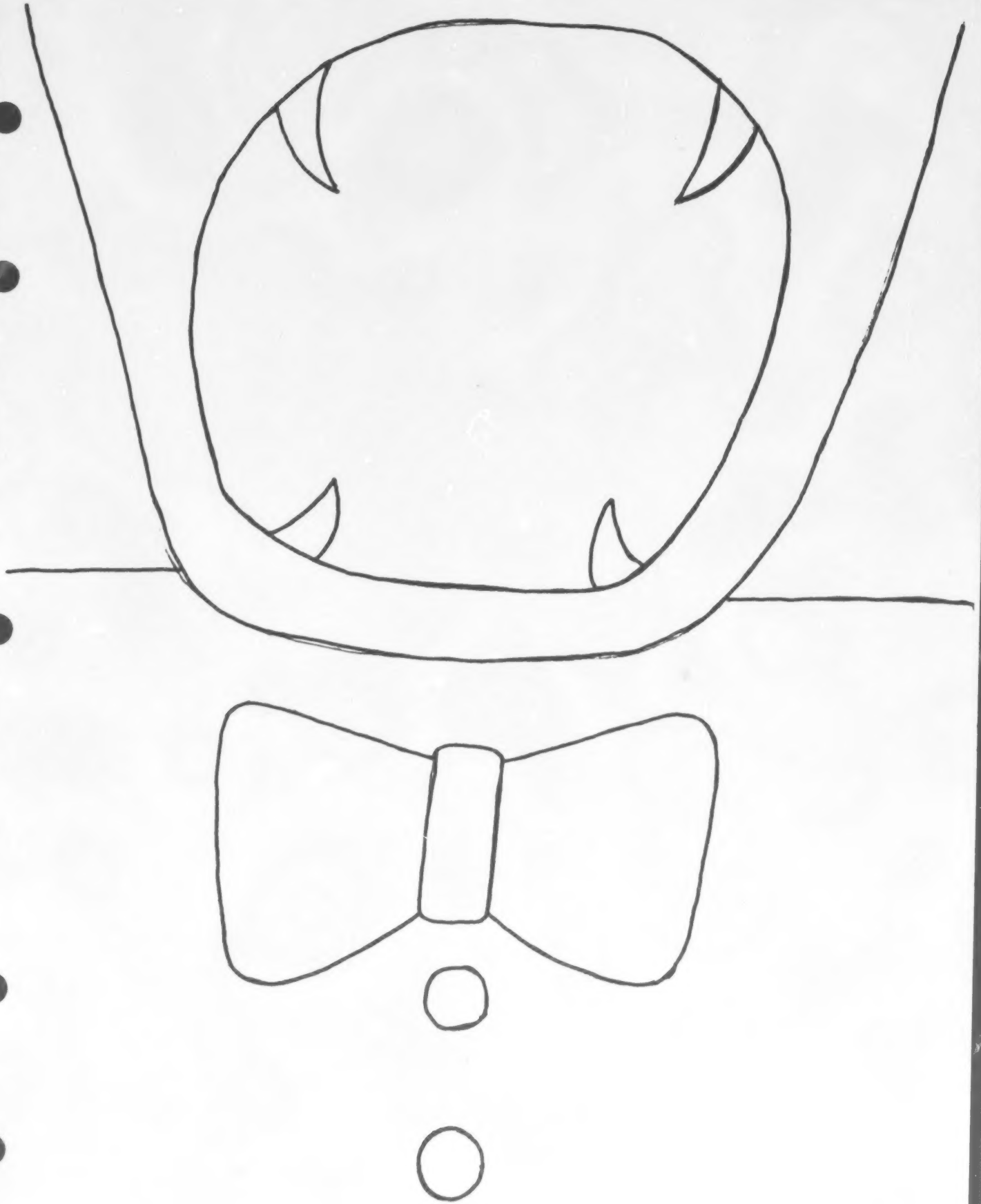

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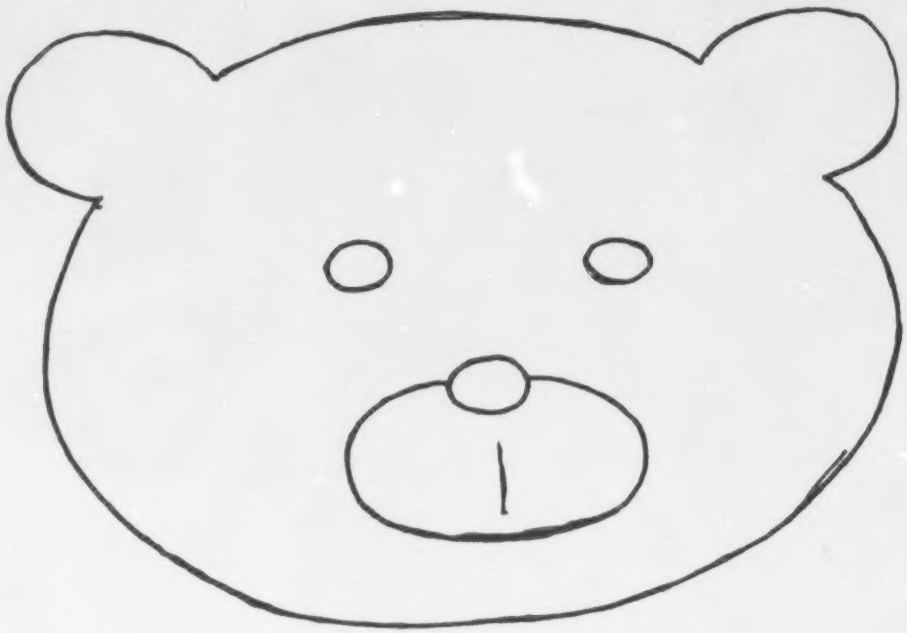

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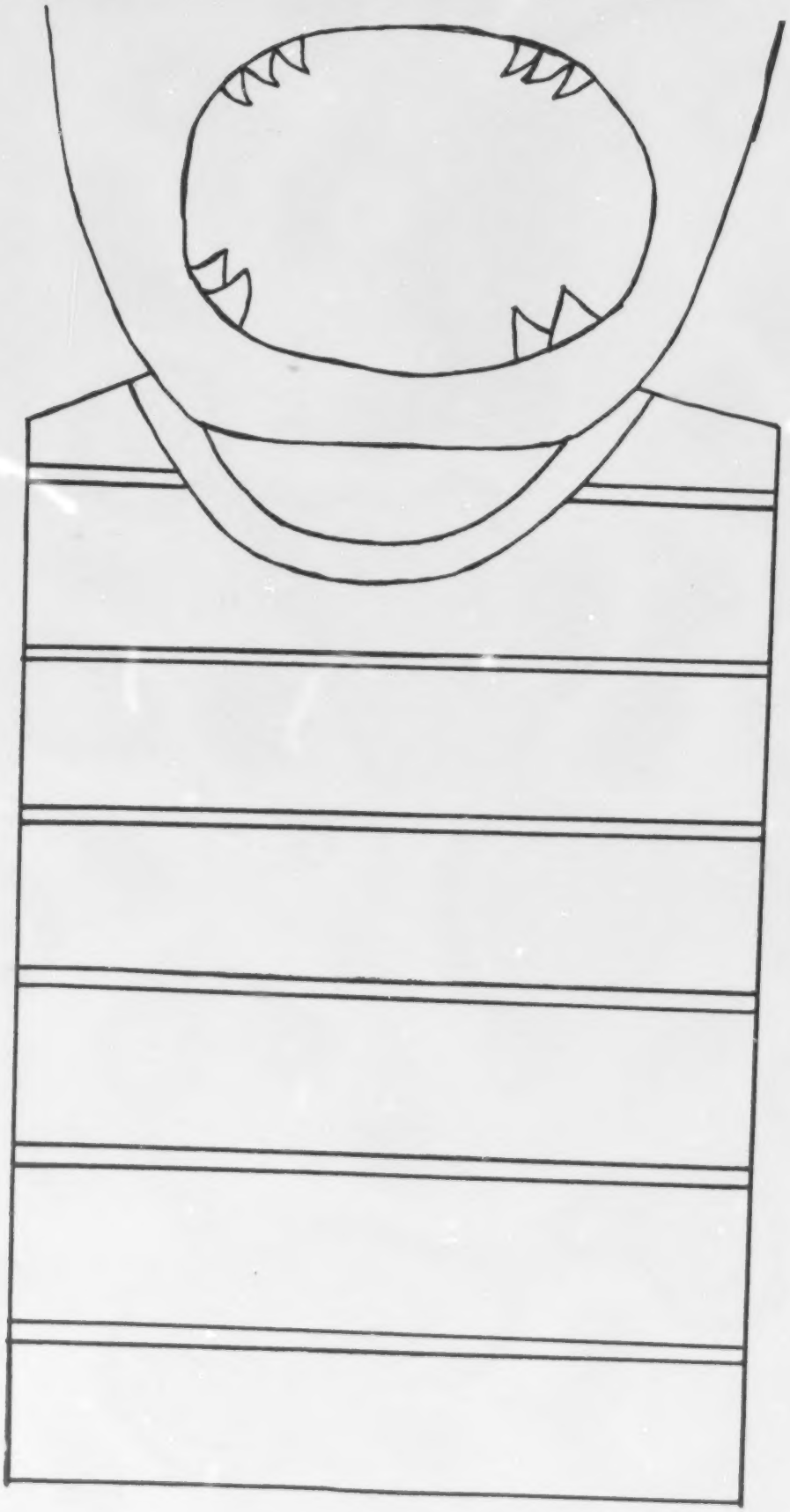

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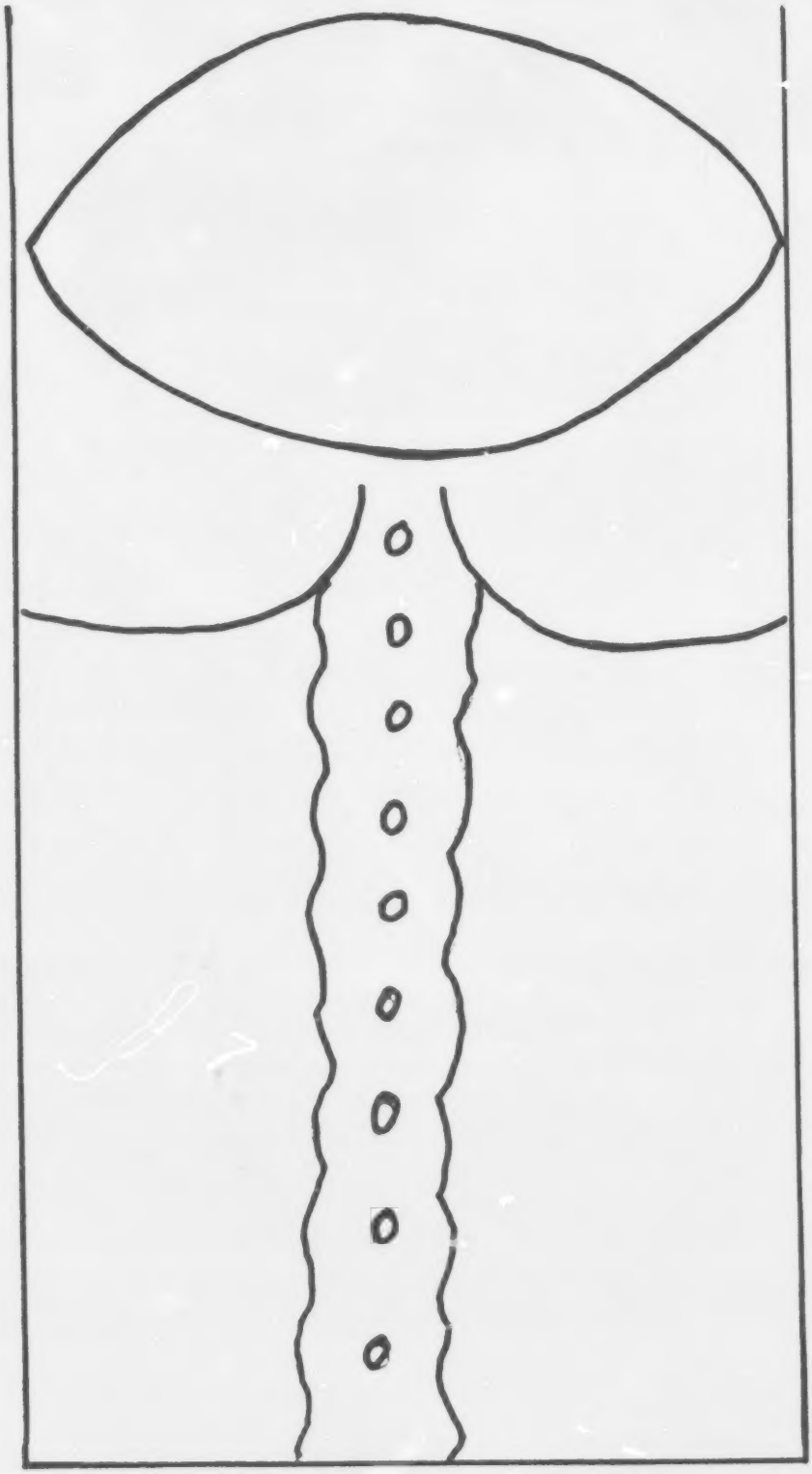

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REVIEW LESSON

Purpose: Students will have the opportunity to review the meanings of rules, truth, responsibility, sharing, and respect for property.

Concept:
Rules
Responsibility
Sharing
Respect for property
Truth

Time: 60 Mnutes (Would probably best be done in three or more sessions.)

Materials:

1. Flannel board characters for:
   a. Mary Had A Little Lamb
   b. The Shoemaker and the Elves
2. Puppets
   a. Finger puppets for Little Red Riding Hood
   b. Sack puppets for The Three Bears
   c. Face Puppets for The Little Red Hen
3. Transparencies for The Lion and the Mouse

Objectives: Through a review of nursery rhymes, stories and fables the students will:

1. Recall the definition of a rule and their responsibility for obeying rules.
2. Recall the dangerous consequences that may occur when dares are made and accepted.
3. Recall their responsibility for respecting the property of others.
4. Recall the consequences that may result when a promise is broken.
5. Recall the importance of sharing without expecting something in return.
6. Recall the importance of telling the truth regardless of the consequences.

Activities:

1. Use the narrative below to bring Sammy back to the classroom for the review lesson.

I have some very exciting news for you. Yesterday afternoon when I got home from school I had a letter from Miss Honey Bear, at Honeycomb School. She told me that Sammy and the other bear cubs were learning so much and after reading the letter I kept thinking about Sammy and guess what I did?

(Give children the opportunity to say what they think you did.)

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I called Miss Honey Bear long distance on the telephone to ask if it would be possible for Sammy to miss school so that he can visit us again. I told her how much we missed him. What do you think she said? (Give students an opportunity to express what they think Miss Honey Bear said.)

Well...she said, "I'd really like for him to visit because he loves you and the boys and girls in your class so much, but next week we are going to talk about Mary Had A Little Lamb, Little Red Riding Hood, The Three Bears, and many more stories. He just can't miss that." When I told her that you had already heard those stories and would share them with Sammy, she agreed that it would be all right for him to come. She gave me Sammy's home phone number, and his mother said that he could visit us again.

He is going to be here in just a few moments and I thought we should tell him some things we've learned about some of the stories we've had. I promised Miss Honey Bear that each one of you is a responsible citizen, and that you will share what you've learned. Sammy should be here any moment. Oh, my! I think he's at the door. (Go to the door and bring Sammy into the room.)

2. Greet Sammy and give Sammy and the children an opportunity to say hello to each one.

    a. Let Sammy sing "Sammy, the Good Citizen Bear." (Play the tape.)

    b. Let children sing along with the tape, "We Love Sammy."

    c. Place Sammy in a chair so that he can be involved in the review lesson.

3. Remind children that you promised Miss Honey Bear that they would do a super job sharing stories with Sammy.

    a. Place "Mary Had A Little Lamb" flannel board objects for Sammy on the flannel board.

        (1) Ask someone to name the characters.

        (2) What is a rule?

        (3) Who broke a rule in one of our stories?

        (4) Who was responsible for the lamb in the story?

        (5) Who do you think made the rule, no pets at school?

        (6) Who are some of the people who make rules to be obeyed:

            Select some of these for discussion:

            (a) in the classroom?

            (b) in the cafeteria?

            (c) in the halls?

            (d) coming to school?

            (e) on the playground?

            (f) at home?

(7) What are some of the rules to be obeyed?

Select some of these for discussion:

(a) in the classroom?

(b) in the cafeteria?

(c) in the halls?

(d) coming to school?

(e) on the playground?

(f) at home?

(8) What are some things that could happen if we had no rules?

Select some of these for discussion:

(a) in the classroom?

(b) in the cafeteria?

(c) in the halls?

(d) coming to school?

(e) on the playground?

(f) at home?

b. Show the face puppets of characters in "the Little Red Hen."

(1) Ask someone to name the character.

(2) Who did all the work in this story?

(3) What are some things the Little Red Hen asked the other barnyard animals to help her do?

(4) Did the animals help the Little Red Hen?

(5) With whom did the Little Red Hen share the fresh baked bread?

(6) Do you think the Little Red Hen would have shared the bread with the barnyard animals if they had helped when she asked?

(7) Retell in a shortened version the story of the Little Red Hen letting the barnyard animals say, "I will" each time they are asked to help instead of "Not I."

(8) What will happen this time when the Little Red Hen asks who will eat the bread?

c. Show finger puppet characters for Little Red Riding Hood

(1) Ask someone to name each character as they are held up.

(2) Who broke a promise in this story?

(3) What had Red Riding Hood promised her mother that she would do?

(4) Tell what Red Riding Hood did instead of keeping her promise.

(5) What did the wicked wolf do?

(6) What could have happened if the hunter had not come by?

(7) Do you think Red Riding Hood learned a lesson? Why or why not?

(8) If you make a promise to someone, do you think it is important to keep that promise? Why or why not?

(9) How do you feel when someone promises you something and then breaks that promise?

d. Show the transparencies of the characters in the "Lion and the Mouse."

(1) Ask students to name the characters?

(2) What was the lion doing at the beginning of the story?

(3) What did Weave dare Willy to do?

(4) What did Willy do?

(5) Was this dangerous?

(6) What could have happened?

(7) Do you think you should accept a dare? Why or why not?

(8) If someone dares you to do something and you know that it is dangerous what would you tell this person?

(9) What promise did Willy make to the lion?

(10) How did he keep that promise?

e. Recall the story of "The Boy Who Cried Wolf."

(1) What did the boy's mother ask her son to do?

(2) Whose property were the sheep?

(3) When the boy cried for help the first time, what did the men in the village do?

(4) Was there really a wolf? What did the men say about this?

(5) What happened the second time the boy cried for help?

(6) Who was responsible for letting the wolf get the sheep?

(7) If you had been responsible for taking the sheep up the side of the mountain what would you have done?

f. Place flannel board characters from "The Shoemaker and the Elves" on the flannel board.

(1) Ask someone to name the characters.

(2) Were the shoemaker and his wife rich or poor?

What happened in the story to make you think this?

(3) What did the shoemaker and his wife do that showed how much they appreciated what the elves had done for them?

(4) Do you think a person should always expect to be paid back when they do something to help someone? Why or why not?

g. Display sack puppets from "The Three Bears."

(1) Ask a student to name the characters.

(2) What was some of the property that belonged to the bears?

(3) What were some of the things that Goldilocks did that showed she was not respecting the property of others.

(4) If you want to borrow something that belongs to someone else, what should you do? Why?

(5) What if you needed to borrow something and the person who owned it wasn't there to ask permission? What should you do? Why?

h. Present a Good Citizen Certificate to each student in the class. (A copy may be duplicated from the certificate which is included.)

(1) You might want to invite parents to visit and see their child receive his/her certificate.

(2) This activity could be done using the stage in the auditorium or in the cafeteria.

GOOD CITIZENSHIP AWARD

Year _____

Presented to _____

by

Teacher _____

Good Citizen Bear Sammy